

**Texas Education Agency
Standard Application System (SAS)**

2016-2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: Document Control Center Grants Administration 2016 MAR 29 PM 12:43 Please date stamp here
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		
Ysleta Independent School District	071-905	Amendment #	
Vendor ID #	ESC Region #	DUNS #	
74-6002473	19	082706417	
Mailing address	City	State	ZIP Code
9600 Sims Drive	El Paso	TX	79925
Primary Contact			
First name	M.I.	Last name	Title
Catherine		Kennedy	Asso. Supt. of Middle Schools
Telephone #	Email address		FAX #
915-434-0064	ckennedy@yisd.net		915-435-9639
Secondary Contact			
First name	M.I.	Last name	Title
Cheryll		Geach	Director, Curriculum & Instr
Telephone #	Email address		FAX #
915-434-0603	cgeach@yisd.net		915-435-9627

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Xavier		De La Torre	Superintendent of Schools
Telephone #	Email address		FAX #
915-434-0032	xdelatorre@yisd.net		915-591-4144
Signature (blue ink preferred)		Date signed	

Date signed

3.28.16

Only the legally responsible party may sign this application.

701-16-102-074

Schedule #1—General Information (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 071-905	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 071-905			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 071-905	Amendment # (for amendments only):
<p>Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.</p> <p>Ysleta Independent School District (Ysleta ISD) is applying for this Texas 21st CCLC cycle 9 grant in order to give at-risk and low income middle school students a different kind of learning experience – one that builds on their strengths while it builds up their skills. The grant will fund a program ("Texas ACE" or "ACE") of extended learning time at eight centers where students will engage in hands-on project-based learning with the primary goals of 1) improving literacy levels to where all students, including English language learners, will be ready for rigorous study in high school in all types of courses; and 2) sparking an interest and aptitude in STEM study. These program goals are aligned with district goals in its <i>Vision 2020</i> Strategic Plan for student achievement in literacy, math, and science. In a border community like El Paso, many students start school as English Language Learners (ELLs). For all students, not just ELLs, the level of literacy is not where it needs to be. To be prepared for high school, middle school students must be reading at levels required for rigorous instruction in all subjects, including technical and scientific subjects.</p> <p>The eight middle schools that will become the eight ACE centers (with no feeder schools) comprise all middle schools in the district except for one that is participating in cycle 8 and one that is exceptionally high-achieving. At the eight middle schools, 4,277 students in grades 6, 7, and 8 are enrolled, 96.5%% of whom are Hispanics and 84.5% are economically disadvantaged (PEIMS 2104-2015 data). Some 2,281 students (53.3%) are considered "at risk" under the Texas Education Code, 1,004 of whom are ELLs. The school rates for 8th grade students requiring accelerated instruction in reading averaged 23.5% in 2014 and 29.8% in 2015, both worse than the state rate. The 2014 school rates for 8th grade students requiring accelerated instruction in math averaged 18.9%, better than the state rate.</p> <p>Ysleta ISD's needs assessment process includes processes required by Federal Title funding and State Compensatory Education funding. District leadership, supported by the Office of Federal and State Education Programs designs the process, determines its efficacy, and when and how the process needs to be updated, often pursuant to advice or recommendations from the district's auditors or TEA's Office of Grants and Federal Fiscal Compliance. The annual process includes creation of written district and Board goals, Program Improvement Plans, and Campus Improvement Plans. Each principal prepares a written Campus Improvement Plan (CIP) based on a comprehensive needs assessment with strategies to accomplish measurable objectives and is responsible for monitoring and revising the CIP. The district will employ a full-time Project Director and a full-time Site Coordinator for each center. Central administration will hire the Project Director and campus principals will be involved in hiring the Site Coordinators to start in August. Site Coordinators will be responsible for scheduling campus teachers and hiring part-time teachers as needed, the program mentors, and any outside enrichment instructors. The Project Director will be responsible for overall management, using the checklist of management tasks from the ACE Blueprint and ACE technical assistance. The Project Director will hold initial staff trainings which will include ACE tools, data entry, record management, payroll, budget and purchasing procedures, and lessons learned from prior Ysleta ISD 21st CCLC cycles. The Project Director will finalize the Project Plan and oversee Center Plans for a program start of September 6. Personnel in the district's Finance Division will set up the grant budget per the NOGA and monitor use of funds and expenditure rate. Ysleta ISD will engage an independent evaluator as a subcontractor to conduct an evaluation of the ACE Program. Evaluation methods will include examining quantitative and qualitative data on participating students, their program attendance, and their academic improvement; quantitative and qualitative data on program hours, activities offered, how activities are conducted, adult-to-student ratios, and family engagement activities held. Academic progress will be measured by improvements on benchmark and annual literacy and language assessments, and math and science assessments. Progress on student engagement will be measured by ACE program attendance, improved school-day attendance, fewer discipline referrals, improved enrollment in school-day STEM electives, greater participation in STEM competitions and extra-curricular activities, and positive student and family surveys.</p> <p>The ACE program will take place at eight district middle schools, all of which are safe and easily accessible. The district will be responsible for the program's overall implementation, quality and compliance. The Ingenuity Center at the University of Texas at Tyler (the Ingenuity Center) is the district's joint applicant and will be responsible for planning and providing program curriculum, teacher and instructor professional development, and expertise on effective</p>	

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 071-905	Amendment # (for amendments only):
Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
<p>operation of middle school out-of-school-time programming. All eight of the schools are eligible for and implement schoolwide programs under Title I, section 1114 and the ACE program will target these students and their families. The community has been given notice of the intent to submit an application at a televised public meeting of the district Board of Trustees. After submission, the application will be available for public review under the Texas Open Records Act. 21st CCLC program funding will be used to increase the level of state, local, and other non-federal funds that would otherwise be available for out-of-school-time learning activities and will supplement, not supplant federal, state, local, or non-federal funds.</p> <p>The ACE program activities will regularly take place at the eight centers for 12 hours per week during 29 weeks of the fall and spring semesters, starting September 6, 2016, and for 16 hours per week during 6 weeks of summer recess, ending by July 31, 2017. School-year program activities will take place outside of normal school hours, such as before school (7:30 a.m.– 8:15 a.m.), afterschool (4:00 p.m. – 6:15 p.m.) and on Saturdays (8:00 a.m. to 12 noon). The centers will disseminate information about the ACE program in English and in Spanish through school contact and communications with students and parents, school registration procedures, mailings, announcements, meetings, and school websites, as well as district announcements, its website, and social media. Activities will be offered from each of the categories in the Texas ACE Four-Component Activity Guide in the Texas ACE Blueprint. As identified in the needs assessment, ACE activities need especially to promote literacy and English language skills and to expose students to STEM study, activities, and career possibilities. All ACE activities will promote deeper learning of academic content through project-based learning (PBL) (Boaler, 2002; Penuel & Means, 2000), skills to tackle increasing rigor, and positive youth development (Eccles and Gootman, 2002). By adding this coordinated and enriched afterschool layer to the core school-day curriculum and increasing overall learning time (Southern Regional Education Board), Ysleta ISD expects to see more middle school students prepared to enter rigorous ninth grade courses and stay on track for high school graduation. Community involvement will include the participation of the Ingenuity Center, the University of Texas at El Paso (UTEP) and El Paso Community College, civic organizations such as the Greater El Paso Chamber of Commerce and the El Paso STEM Foundation, private businesses in providing volunteer advisors and coaches for activities, and community members including senior volunteers, in demonstrating skills, talents, and opportunities that will enrich student learning.</p> <p>The district has experience in successfully operating ACE programs under cycle 4, 7, and 8. As a prior ACE grantee, Ysleta ISD is eligible for three years of funding under cycle 9. The district's sustainability plans include ensuring that despite reduced funding for years 2 and 3, the ACE program will continue to offer the same level of services for the same target number of students. To sustain the program after TX 21 CCLC funding ends, district leadership will be working with community advisors to sustain extended learning time activities for middle school students aimed primarily at the outcomes of 1) increasing literacy and language skills to meet the rigors of high school, and 2) building the motivation and capacity of middle school students to tackle STEM subjects and a STEM pathway in high school. The district is already forming a Career and Technology Education (CTE) Advisory Board and within the CTE Advisory Board a council will be formed to review, promote, and sustain out-of-school-time learning activities (OST council). Continuous feedback and involvement for the ACE program will be provided through this CTE Advisory Board, the OST council, and campus-based community advisors and volunteers. The principals will be coordinating activities under the various state, federal, and local funding streams with those of the ACE program to make the most efficient use of public resources. District grant writers, rather than ACE program staff, will be involved in grant writing to support program sustainability. Activities at each center will be designed to serve at least the number of regular student participants and adults designated by each center during each year of the ACE grant. The ACE Project Director and Site Coordinators will be responsible for meeting TEA requirements for training of program staff, compliance with TEA technical assistance, use of Texas ACE branding, program safety documentation, attendance and activity data collection and reporting, providing the program for the required time of 12 hours per week for 29 weeks during the school year and 16 hours per week during summer recess, and providing activities that are at least 45 consecutive minutes long, follow the ACE Blueprint, and are supported by written Lesson Plans. Site Coordinators will be responsible for coordinating and aligning ACE program activities with school-day instruction to meet student needs. A full-time Family Engagement Specialist will be employed to plan, coordinate, and support family engagement activities at all centers.</p>	

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 071-905			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,007,035	\$32,819	\$1,039,854
Schedule #8	Professional and Contracted Services (6200)	6200	\$14,000	\$24,000	\$38,000
Schedule #9	Supplies and Materials (6300)	6300	\$166,165	\$	\$166,165
Schedule #10	Other Operating Costs (6400)	6400	\$177,981	\$	\$177,981
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,365,181	\$56,819	\$1,422,000
Up to 4.463% <u>indirect costs</u> (see note):			N/A	\$15,000	\$15,000
Grand total of budgeted costs (add all entries in each column):			\$1,365,181	\$71,819	\$1,437,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,437,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$71,850
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 071-905			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher		24	\$29,402
2	Educational aide			\$
3	Tutor		48	\$101,036
Program Management and Administration				
4	Project director (required)	1		\$59,000
5	Site coordinator (required)	8		\$416,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant			\$25,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Campus security guards – part-time		8	\$24,196
20	Summer school nurses – part-time		4	\$10,944
21	Title			\$
22	Subtotal employee costs:			\$710,578
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$1,280
24	6119 Professional staff extra-duty pay			\$165,324
25	6121 Support staff extra-duty pay			\$13,372
26	6140 Employee benefits			\$149,300
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$329,276
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,039,854

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 071-905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent Program Evaluation	\$24,000
2	Curriculum modules, technical assistance, and professional development by Joint Applicant	\$10,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$34,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$4,000
(Sum of lines a, b, and c) Grand total		\$38,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$166,165
Grand total:		\$166,165

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$1,500
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$9,180
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$10,680
Remaining 6400—Other operating costs that do not require specific approval:		\$167,301
Grand total:		\$177,981

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 071-905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	30	0.7%	Attendance rate	96.5%
Hispanic	4129	96.8%	Annual dropout rate (Gr 9-12)	DNA%
White	103	2.4%	Students taking the ACT and/or SAT	DNA%
Asian	3	0.1%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	3613	84.5%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	1004	23.5%	Students classified as "at risk" per Texas Education Code §29.081(d)	53%
Disciplinary placements	92	2%		

Comments

Demographics are for all students at participating schools. All students are middle school students and the district does not collect SAT and ACT data.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	5	1.5%	No degree	1	0%
Hispanic	262	82%	Bachelor's degree	233	73%
White	48	15%	Master's degree	86	27%
Asian	5	1.5%	Doctorate	0	0%
1-5 years exp.	79	25%	Avg. salary, 1-5 years exp.	\$46,792	N/A
6-10 years exp.	82	25%	Avg. salary, 6-10 years exp.	\$49,326	N/A
11-20 years exp.	98	31%	Avg. salary, 11-20 years exp.	\$52,750	N/A
Over 20 years exp.	44	14%	Avg. salary, over 20 years exp.	59,529	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 071-905										Amendment # (for amendments only):					
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	162	246	204	0	0	0	0	612
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	0	0	0	0	0	0	162	246	204	0	0	0	0	612

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Schedule #13—Needs Assessment

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ysleta ISD recognizes middle grades as a make-or-break point in children's educational and economic success. The percentage of students considered "at risk" for not graduating is at or near its peak in middle school. Ysleta ISD has some very high performing high schools, three of which have been designated as T-STEM Academies, and all offer dual credit and advanced placement courses. Under Texas HB5, students are supposed to select a high school career pathway before they leave middle school. The district wants to make every resource available to help all middle school students enjoy learning, make academic progress, and be ready for rigor in high school. In a border community like El Paso, Ysleta ISD appreciates the potential children have to become fluent in two or more languages, and most children who start as English Language Learners (ELLs) meet goals for English fluency by the end of elementary school. Still, nearly 1,300 middle school students are considered ELLs. For all students, not just ELLs, the level of literacy is not where it needs to be. The school rates for 8th grade students requiring accelerated instruction in reading averaged 23.5% in 2014 and 29.8% in 2015, both worse than the state rate. To be prepared for high school, middle school students must be reading and writing at levels that will serve them in rigorous instruction in all subjects, including technical and scientific subjects. On the other hand, Ysleta ISD middle school students are good at math and are very interested in science. ELL students generally outperform all students in math, because language is less of a barrier. The 2014 school rates for 8th grade students requiring accelerated instruction in math averaged 18.9%, better than the state rate.

The eight cycle 9 ACE participating schools include all district middle schools except for one that is participating in cycle 8 and one that is exceptionally high-achieving. Most have "at risk" percentages that are 20% or higher. In identifying the needs of students, each school started with the comprehensive needs assessment completed annually as part of its Campus Improvement Plan (CIP). In the comprehensive needs assessment, the principal examines data on student performance, academic progress, attendance, discipline, and school climate, along with a description of common barriers to student success, to identify student needs and resource gaps. The principal then identifies the highest priority needs and resource gaps. In identifying the highest priority needs that could be addressed through the ACE program, the eight schools all identified as a high priority need the academic progress of ELLs and the rigor and relevance of instruction for all students. The middle school needs assessments also reveal barriers to success that include student safety, social and emotional needs, a lack of student motivation (especially for ELLs), and a lack of parental involvement. It is well established that most adolescents of this age see school lessons as irrelevant to their lives, don't trust that adults really care about them as individuals rather than test-takers, and are not sure who they are, what they like, or in what direction they want to go. In an economically disadvantaged community like El Paso, many students have had virtually no exposure to the wider world, the arts, college, or professional jobs.

There are also too many students who struggle with home and neighborhood safety concerns, severe lack of economic resources at home, and school bullying. They need a safe place to go after school. Although overall attendance rates are good, many students are chronically absent, often due to a lack of connection to school or any school activity. According to the Paso del Norte Health Foundation, some 23% of children ages 7 to 18 in the region are "disconnected", defined as not involved in out of school activities or participating in the labor market. Teens who do not participate in afterschool programs are nearly three times more likely to skip classes than teens who do participate and three times more likely to use marijuana or other drugs, and are more likely to drink, smoke, and engage in sexual activity. (YMCA of the USA, 2001).

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 071-905		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	For middle school students still struggling with literacy and English Language skills, they must catch up now.	The ACE program will provide additional learning time throughout the school year and summer, small group attention, use of alternative and engaging methods, and an atmosphere that supports growth.
2.	Middle school students need to develop STEM interest and critical thinking skills now to be prepared for high school and have a chance at STEM jobs of the future.	The ACE program will emphasize project-based learning in STEM and other subjects, use informal learning to complement school-day instruction, and will provide greater access to STEM resources than during school day.
3.	Students lack sufficient critical thinking and other skills needed for college and work readiness.	STEM problem-based learning and engineering design principles will promote critical thinking and collaboration skills.
4.	Middle school students need a safe environment outside of school that promotes positive youth development.	With an array of academic and enrichment activities facilitated by caring adults, the ACE program will give students more autonomy than they have during the school day, let them explore their interests, and be social in a different context.
5.	Students and families need more school and community investment in their well-being.	The ACE program will return some direct benefit to struggling families by offering young teens a safe, motivating, productive environment while families are at work, and by offering parents/families more targeted activities based on greater familiarity with their needs.

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Schedule #14—Management Plan				
County-district number or vendor ID: 071-905			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	Bachelor's degree, with preference for education, social work, or administration; Master's Degree preferred. Five years supervisory and administrative experience required, with preference for educational or grant program management.		
2.	Site Coordinator(s)	Bachelor's degree; experience managing activities; supervising others, recordkeeping and data management. Teaching certification preferred. Ability to understand instruction techniques, build relationships with principals, teachers, students, families.		
3.	Family Engagement Specialist	Bachelor's Degree; experience working in a social service or family support setting, with families from diverse cultures. Bilingual in Spanish and English preferred. Strong interpersonal skills; ability to inform, engage families.		
4.	Evaluator	Master's degree in policy analysis or program evaluation, demonstrated proficiency in qualitative and quantitative methodologies, experience in educational evaluation; excellent oral and written communication skills.		
5.				
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Establish administrative and instructional infrastructure.	1. Recruit, hire Project Director, Site Coordinators	08/01/2016	09/01/2016
		2. Recruit, hire other project staff	08/01/2016	09/15/2016
		3. Staff training	08/01/2016	02/01/2017
		4. Order, set up supplies, equipment, space	08/01/2016	09/15/2016
		5. Create processes, manuals, meeting schedules	08/10/2016	10/30/2016
2.	Implement program, serving target number of students.	1. Create recruitment, enrollment materials, schedule	08/01/2016	09/01/2016
		2. Enroll initial cohort of students and launch program	08/01/2016	09/06/2016
		3. Continually coordinate with school day teachers	08/01/2016	06/06/2017
		4. Conduct site visits, classroom observations	09/15/2016	04/01/2017
		5. Meet 70% of target number by start of spring term	09/06/2016	01/09/2017
3.	Evaluate program effectiveness.	1. Engage independent evaluator	08/01/2016	10/01/2016
		2. Create, share evaluation plan	09/01/2016	11/01/2016
		3. Establish processes to collect quantitative data	09/01/2016	11/01/2016
		4. Create surveys, interviews for qualitative data	10/01/2016	03/01/2017
		5. Conduct and share formative evaluation	11/01/2016	01/09/2017
4.	Engage families in program and other activities.	1. Recruit, hire Family Engagement Specialist (FES)	08/01/2016	09/15/2016
		2. FES confer with cycle 7 schools about families	08/15/2016	10/15/2016
		3. Create calendar for family activities at all sites	09/01/2016	10/01/2016
		4. Coordinate, share options for family literacy, ESL	09/01/2016	10/15/2016
		5. Track data on family activities and solicit feedback	09/06/2016	07/31/2017
5.	Build capacity for program sustainability.	1. Establish ACE Advisory Board	09/01/2016	11/01/2016
		2. Present to HS STEM Academy community advisors	10/01/2016	12/01/2016
		3. Focus STEM grant writing on ACE sustainability	10/01/2016	07/31/2017
		4. Recruit ongoing sponsors for robotics competitions	10/01/2016	07/31/2017
		5. Keep Superintendent, cabinet, Board, DEIC informed	08/01/2016	07/31/2017
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071-905	Amendment # (for amendments only):
Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Ysleta ISD has a comprehensive process for setting goals and measurable objectives and monitoring progress, starting with the goals of the Board of Trustees and the district's strategic plan, which are published on the district's website. This in turn leads to Program Improvement Plans for each department and program, which are implemented, monitored, and adjusted as needed. At the campus level, each principal prepares a written Campus Improvement Plan (CIP) based on a needs assessment with strategies to accomplish measurable objectives. Strategies are selected based on an analysis of student performance data as well as causal factors and predictable barriers. CIPs are developed with input from the Campus Educational Improvement Committee (CEIC) (which includes parents and community members) and presented to the Board of Trustees at a televised meeting. The campus principal is responsible for monitoring and revising the CIP. Campus principals/teachers/staff use course enrollment data, 9-week and semester grades, attendance rates, and formative assessments to monitor progress toward goal attainment. Performance on state assessments is used to measure end of year attainment of academic goals. Progress on the CIPs are reviewed as part of performance evaluations of campus administrators by Associate Superintendents. The process not only complies with federal and state requirements, but also communicates to different stakeholders what will be accomplished, why, and how. Program effectiveness is evaluated on a 3-year cycle by district evaluation staff. As new initiatives are launched or new opportunities arise at the district level to carry out the strategic plan, Associate Superintendents communicate this information to campus and central leaders at scheduled monthly leadership meetings. Campus leaders share with campus personnel and the CEIC. Presentations are made to the Board of Trustees and District improvement committee (DEIC)..</p>	
Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The Ysleta ISD 21st CCLC cycle 7 and 8 programs predominantly served elementary students and are very different from the cycle 9 middle school program. More related to the cycle 9 program are those that help students explore and identify their aptitudes, work collaboratively, creatively use technology, and start preparing tangibly for their future. Support from community, IHE, and business partners is already being tapped for these efforts in high school. The district now has three designated T-STEM Academies, each with a community advisory board. These partners have witnessed the amazing progress that high school students have made in STEM. There is growing recognition that more needs to be done at the middle school level to engage and prepare students to succeed in STEM study in high school and post-secondary. Middle schools are adding rigorous STEM courses like Project Lead the Way and computer science, and supporting more students to take Algebra I in 8th grade. Middle schools are also starting to add STEM extracurricular activities like computer programming and robotics. Community advisors also stress the importance of underlying literacy, communication, social skills for success in the workforce, and middle school is the turning point. The cycle 9 ACE program will be the first widespread middle school initiative aimed at both STEM and these underlying skills. Ysleta ISD will seek the commitment of existing high school-level partners to expand their support to middle schools. The district is also already forming a high-level community Advisory Board for Career and Technical Education. Its charge will be extended to include addressing how out-of-school-time learning contributes to student preparation for college and careers and how out-of-school-time learning can be sustained.</p>	

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 071-905		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review quantitative data and referrals on needs of attending students	1. Most students have low literacy proficiency	
		2. Most students have aptitude in math or STEM, strengths	
		3. Large portion of students are ELLs	
2.	Track quantitative data on program operations and participation	1. Daily student to adult ratios usually 11 to 1 or lower	
		2. Center days and hours follow schedule and grant requirements	
		3. 70% of regular student target hit by start of spring term, 100% by July 27	
3.	Measure implementation fidelity through site visits, observations, lesson plans, interviews	1. Evidence of regular inclusion of literacy and language component	
		2. Evidence of problem-based learning as predominant instruction method	
		3. Evidence of high student engagement, mobility, decision-making, creativity	
4.	Measure student and family satisfaction through surveys, student products	1. Surveys show program operates as represented and with quality	
		2. Evidence of growing student interest in and parent understanding of STEM	
		3. Evidence that student academic confidence is growing, identity developing	
5.	Track pre- and post-program assessment data, grades, attendance, school actions	1. School-day attendance is improving for regular ACE participants	
		2. School-day literacy assessment, grades show improvement for participants	
		3. School-day shows increased enrollment in STEM electives, advanced math	
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>Ysleta ISD intends to engage an independent evaluator to conduct an evaluation of the ACE Program. The independent evaluator will thoroughly review all grant documents, TEA's format for the evaluation report, and the ACE Blueprint appendix on evaluation, and will make a list of all data to be tracked. The evaluator and the Project Director together will make a schedule of when that data becomes available and how it will be collected and set data collection deadlines and periodic meetings to review the data, the contextual issues that might be impacting data or reporting, and the evaluator's analysis and recommendations for program improvements. The evaluator will coordinate the collection and monitor the quality and completeness of the required and optional data, analyze all data and internal monitoring, review evaluation progress and results with staff, and assist in preparing the Final Yearly Report. The evaluator will also assist in developing satisfaction survey questions, provide recommendations for continuous improvement and support the ACE Technical Assistance Consultant in onsite monitoring. The Project Director will provide the evaluator with TX21st summary data. The district's department of Assessment, Research, Evaluation, and Accountability (A.R.E.A.) will work with the evaluator to provide student performance data. The district's PEIMS Coordinator will provide enrollment and attendance data. As qualitative data, the Site Coordinator for each ACE center will establish a center activity and service portfolio. The portfolio will offer a succinct description of the activities and services delivered under the program, the providers involved and the materials used. The evaluator will use observation notes for site visits and observation of activities. The evaluator will work with the principal at each center's school to gather data on overall changes in students grades, consistent with FERPA. Formative findings will be shared with the Project Director and Site Coordinators in November, so that activities, recruitment and enrollment measures can be modified if the center is not on track to meet its target for regular students served. Summative evaluation findings will be made public through copies of the evaluation final report available on request at the center and by posting the final report on the district's cycle 9 ACE program webpage.</p>			

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 071-905	Amendment # (for amendments only):
<p>Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Ysleta ISD's 21st CCLC cycle 9 program will take place at eight district middle schools. None of these middle schools has any regular ongoing afterschool program for academic enrichment aimed at the ACE target population, except that the middle schools offer some team athletics and student clubs and some academic tutoring. Each middle school will be an ACE center serving only that school, with no feeder schools. The ACE program will offer an out-of-school-time program 12 hours per week for 29 weeks during the fall and spring terms, and for 16 hours per week for six weeks in the summer. During the school year, some centers will offer both morning and afternoon sessions Monday through Thursday. Other centers will offer only afternoon sessions Monday through Thursday, plus a regular three hour session on Saturday mornings. The morning sessions will run from 7:30 to 8:15 a.m. before regular school-day classes start at 8:30 a.m. The afterschool sessions will begin immediately after school ends and will run from 4:00 p.m. to 6:15 p.m. All centers will offer the same summer schedule of 8:00 a.m. to noon, Monday through Thursday. During the school year and the summer, centers will offer academic assistance, enrichment, college and work readiness, and parent/family engagement activities. During each term, approximately 1/3 of ACE hours will be used for STEM (science, technology, engineering, and mathematics) activities, 1/3 for other academic subjects and support, and 1/3 for enrichment, readiness, and family activities. Some of the activities may include blended learning, a combination of teacher led instruction and student online self-paced instruction. A snack will be provided during the school year. Breakfast and/or lunch will be provided during the summer session. Students will be offered district bus transportation to and from the center sites.</p> <p>Ysleta ISD has had two prior cycles of the 21st CCLC grant and understands the dynamics of operating a successful program and meeting program service targets. Edvance (TEA's consultant) has found Ysleta ISD to be a grantee in "low need" of technical assistance in operating its program. Students, parents, and campus leaders have been very satisfied with the programs.</p>	
<p>Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>With over 42,000 students and 63 campuses, Ysleta ISD is considered a large urban school district. It has been recognized nationally for closing achievement gaps and was a finalist for the Broad Prize for Urban Education in 2010 and in 2011. The district uses a variety of methods and media to communicate with the community, including a comprehensive website at www.yisd.net. Community town hall meetings and discussion sessions are held with district leaders to brief the community on initiatives, such as the bond issue which passed in November 2015. The district will use similar methods to disseminate information about the community learning centers, as well as its daily contact with the 4,277 students in the participating schools and their families. Of the eight middle school centers in 21st CCLC cycle 9, six have at least one feeder elementary school with a cycle 7 ACE program, which will provide a strong base of familiarity. The district will promote the cycle 9 ACE program during registration and the start of each term. The Project Director and Family Engagement Specialist will develop a handout in English and Spanish that explains the program and who to contact for more information. Information will be posted on school websites in English and in Spanish. Mailings in English and Spanish will be sent to parents of targeted students. Families with students moving from an ACE cycle 7 elementary school to a cycle 9 middle school will be advised of the new opportunity and invited to share their experience with other families in promotional materials and presentations. Throughout the year the schools will promote the program and inform parents about family activities, college readiness activities, library and computer lab hours, and student performances. YISD televises and live-streams monthly meetings of its Board of Trustees at which announcements regarding the program can be made.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071-905	Amendment # (for amendments only):
<p>Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>At the beginning of the ACE program term, campus administration will review specific STAAR objectives and analyze where students show strengths and weaknesses. Campus administration and Site Coordinators will confer with Ingenuity Center staff about which lesson modules will best address these and will work with the Ingenuity Center to intentionally and repeatedly embed literacy and language-building components into all academic assistance activities and into many of the enrichment activities. School-day teachers will be kept apprised of the lessons planned for the ACE program and will provide instruction on skills that students will need. The STEM activities will bring together literacy, numeracy, and critical thinking in real-life applications. Because students enjoy working with STEM gadgets, machines, and models, they will be more inclined to persist in efforts to read and understand technically-written instructions, building their literacy foundation. As the rigor of activities increases, students will need to exercise problem-solving skills. In developing and presenting the products from their STEM projects, they will need to use creativity and communication skills. All students will be practicing knowledge and skills that their school-day lessons have been addressing. Daily or almost daily, teachers, mentors, and occasionally extra staff with literacy expertise will engage individual students, small groups, or the whole class in very brief literacy or skills tutorials to help students get through difficult material or sequences. Having student work in teams on projects that will last more than a week will help retain students and extend their time in the program, which means they will have had extensive practice of skills along with the experience of deeper learning.</p>	
<p>Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Ysleta ISD recognizes the “supplement not supplant” requirements. Schools will continue to use state compensatory education (SCE), federal Title funding, and local funding to the extent they do now to provide schoolwide school-day academic and social supports and improvements. Regarding expenditures for out-of-school time, generally middle schools use some SCE and federal funding to provide some afterschool or Saturday tutoring, as well as related transportation costs. To the extent these activities take place at the same times and locations as ACE programming, the programs will coordinate use of facilities and transportation. Students receiving services with SCE funds will be encouraged to also attend the ACE program to build overall skills and reduce the need for accelerated instruction and remediation. In some cases the ACE program may also provide tutoring, but this will supplement existing expenditures and reduce the student-teacher ratio during tutoring sessions. Middle schools will continue to use SCE funds to provide required accelerated instruction and remediation during the school year and the summer. In providing summer instruction with SCE funds, the district usually consolidates the use of campuses, and in 2016, middle school students will attend these classes at designated high school campuses. To coordinate with 21st CCLC funding and make the most effective use of resources, during summer 2017, such middle school instruction will be offered instead at ACE middle schools using SCE funds. Students will be invited to join the ACE program for the additional time and days. Generally, non-21st CCLC funding and resources will be used to provide snacks and any lunches to both ACE and other programs. Where ACE and other programs share the same activity (such as bus transportation to a campus), either the existing federal, state, or local program will bear all the costs or the costs may be allocated between the programs. These expenditures will be documented in the district’s Comparability Report.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to *The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School* (ACT 2008), "...the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school." Ensuring that students are on-track academically for college and career readiness by the middle grades is critical (Dougherty 2013). All ACE cycle 9 activities will be aimed at providing middle school students with highly engaging activities that will promote deeper learning of academic content, skills to tackle increasing rigor, and positive youth development. By adding this coordinated and enriched afterschool layer to the core school-day curriculum and increasing overall learning time, Ysleta ISD expects to see more middle school students prepared to enter rigorous ninth grade courses and stay on track for high school graduation. As identified in the needs assessment, to meet the needs of Ysleta ISD middle school students, ACE activities need especially to promote literacy and English language skills and to expose students to STEM study, activities, and career possibilities. This will be accomplished by providing an abundance of high-quality project or problem-based learning (PBL) activities in STEM and other academic and non-academic subjects that will involve students in multi-step thinking, creativity, reading, writing, group discussion, and social interaction. PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students.(Boaler, 2002; Penuel & Means, 2000). Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations.(Finkelstein et al., 2010). As described by the Southern Regional Education Board (SREB) Middle Grades Commission in its report, *A new Mission for the Middle Grades: Preparing Students for a Changing World*, when students learn STEM through hands-on, project-and problem-based contexts, students discover the need for doing well in math and science. Most of the STEM and other academic instruction will follow learning modules created and provided by UT Tyler Ingenuity Center. ACE students in seventh and eighth grade will be exposed to and can begin participating in robotics, which has been shown to be highly engaging and excellent for developing problem-solving skills. All the STEM and academic-related activities will be aimed at complementing school-day learning. Having these opportunities consistently day after day, all year, and for multiple years, to learn about new subjects without the pressure of homework, testing, and grades, middle school students can "try-on" and build different school identities for themselves. As described in the Paso del Norte Health Foundation's Ignite Initiative Strategic Plan, high quality programs for positive youth development provide seven key features: appropriate structure, opportunities for skill building, physical and psychological safety, positive social norms, supportive relationships, empowering youth involvement practices that support autonomy, and community involvement (Eccles and Gootman, 2002). Enrichment activities such as leadership, art, dance, nutrition, leadership, and sports will include key components of positive youth development and develop crucial non-cognitive skills. Each ACE activity will usually be led by a team comprised of a certified teacher plus a college-age mentor or two college-age mentors. A student to adult ratio of less than 22 to 1 will be maintained, with most activities having an 11 to 1 ratio. Plans for schools to collect data for formative and summative assessment of program activities include collecting daily attendance data (with middle school students, a strong measure of how engaging activities are), conducting short pre- and post-activities assessments or surveys of students on certain afterschool activities, conducting overall program satisfaction surveys from students and parents, and obtaining relevant assessment data from school-day teachers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Ysleta ISD's primary partner and joint applicant is the Ingenuity Center, University of Texas at Tyler (Ingenuity Center). The district is working with the Ingenuity Center because of its experience in delivering afterschool programming that is STEM-focused and aimed at middle school students. As a research institution, UT Tyler is invested in creating and delivering programming that is evidenced based and is more than just "fun" for students. It wants programming that is effective at deepening understanding of inquiry methods and iterative design principles, at demonstrating how mathematics is used in everyday problem solving, and at paying attention to creativity as well as to mastery. The Ingenuity Center has provided technical assistance to the district's T-STEM Academies and professional development for teachers seeking certification to teach the *Project Lead the Way* (PLTW) curriculum, which has been recognized in Texas and nationally as a rigorous and highly-effective STEM program. As documented in the Memorandum of Understanding attached to this application, through this partnership Ysleta ISD will have full access to the array of problem-based instructional modules that the Ingenuity Center has developed for use in afterschool programming. Ingenuity Center staff will be providing training on multiple days in El Paso to ACE program teachers, instructors, and site coordinators on using the modules and problem based learning techniques in an afterschool program setting and will provide further content coaching as needed. Ysleta ISD will also draw on the Ingenuity Center's expertise and connections on growing community resources to support STEM.

Ysleta ISD also intends to partner with local institutions, the University of Texas at El Paso (UTEP) and El Paso Community College. In summer 2016 the district will be partnering with UTEP's engineering department and outreach programs in providing short-term STEM-related summer programming and the district will explore how more extensive summer programming might be delivered through the ACE program. The district intends to explore with El Paso Community College and with the Foundation for El Paso Community College (the fundraising organization for student scholarships) how college students on work/study might serve as a primary pool for ACE program mentors during the school year. UTEP and El Paso Community College faculty and students may also be a resource for instructors for enrichment activities in fine arts, music, dance, theater, and filmmaking.

The City of El Paso Parks and Recreation Department offers sports and recreation programming at various recreation center sites and the district will explore how collaboration might occur for hosting intramural sports activities and tournaments, providing fitness instruction, and promoting family engagement activities.

Ysleta ISD may also draw guidance from the Paso del Norte Health Foundation's *Ignite Initiative* and its backbone organization, the United Way of El Paso County. The *Ignite Initiative* has been collecting data on youth disconnectedness in the region and has been surveying organizations that provide youth programming. The Foundation has developed a strategic plan for improving health outcomes by engaging disconnected youth in high-quality programs during out of school hours. The Ignite Initiative has also funded research on community and school policies needed to increase programming and promote collaboration between schools and the non-profit sector. The district may seek guidance from the Foundation about these policy recommendations, which might include how facilities are made available to non-profit groups, how student clubs can be sponsored, and how transportation is provided, which could lower the barriers to and costs of providing accessible enrichment activities during the school year and during the summer.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ysleta ISD's proposal for the cycle 9 ACE program addresses the needs of students identified in the comprehensive needs assessment process, and falls squarely within the recommendations being made by the Southern Regional Education Board (SREB) as what's needed from extended learning for middle school students. The ACE program will provide this extended extra help to struggling students before they fail and to do so in ways that students have not previously experienced. School data show that with both reading and math, most students benefit from extra time, small groups, and differentiated instruction. By intention and design, the ACE program will enable students to put learning into action, give them real-world problems to solve their own way, put technology and projects in their hands that previously only "gifted" students touched, allow them space to move and get physical, and showcase their creativity. Ysleta ISD is choosing STEM as the focus of the ACE program, because of the attraction these activities hold for adolescents and because of the need to introduce and prepare students the rigor of a STEM pathway in high school. STEM gets the academics off the page and into their hands. STEM models of machines, technology, and physics relate to what students enjoy now – working on cars, music, computers, gaming, skateboarding, creating – captures their interest and gives meaning to abstract concepts. Finally, STEM gives students an opportunity to showcase skills that are not dependent on language while they have the opportunity to speak the language in a non-threatening academic yet real world setting. The Ingenuity Center is creating the curriculum modules that the ACE program will use. Activities will incorporate a project-based learning to differentiate from instruction in regular classroom. Campus administration and Site Coordinators will confer with Ingenuity Center staff about which lesson modules will best address these and will work with the Ingenuity Center to intentionally and repeatedly embed literacy and language-building components into all academic assistance activities and into many of the enrichment activities. School-day teachers will be kept apprised of the lessons planned for the ACE program and will provide instruction on skills that students will need. Most modules have students working in teams and require multi-step thinking, reading and analyzing written information, and presenting a solution through a writing or product. Center activities will include opportunities for students to present their work to peers, teachers, parents, university personnel and community members, aligning with the cross-disciplinary college and career readiness standards. The resources that will be available to each center through 21st CCLC funding include learning materials, STEM project kits, other project supplies. Some schools may have school-day STEM equipment that can be made available for ACE program use. All ACE program students will have access to their own personal computing device as the district implements its districtwide *Engage Me* initiative that will provide devices to 7th grade students in 2015-2016, 8th grade students in 2016-2017, and 6th grade students in 2017-2018. Human resources will include adult advisors who work in the community in STEM fields, including engineers, computer programmers, IT specialists, and medical technologists, and college students participating through outreach activities with their college majors at UTEP or El Paso Community College. Ysleta ISD high school T-STEM Academy students and students on high school robotics teams (including state championship winners) will share their experiences and demonstrate activities. Community members will demonstrate activities, skills, and talents such as graphic design, painting, creative writing, dance, drama, poetry, story-telling, cooking, iron-working, sewing, military and civic leadership, exposing students to enrichment activities they had not previously considered. Ysleta ISD high schools in the feeder pattern for each center can be used as adjunct sites to showcase STEM activities, such as ACE program robotics competitions, dance competitions, and art exhibitions, as well as family activities such as college information nights. The district offers ESL and GED classes for parents and other adults at its Ysleta Community Learning Center, funded by the Texas Workforce Commission.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-905	Amendment # (for amendments only):
Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The district has experience in successfully operating ACE programs under cycle 4, 7, and 8. Edvance (TEA's consultant) has found Ysleta ISD to be a grantee in "low need" of technical assistance in operation of its program. Ysleta ISD has been recognized nationally for closing achievement gaps and was named as a finalist for the Broad Prize for Urban Education in 2010 and in 2011. As described in the Paso del Norte Health Foundation's <i>Ignite Initiative</i> Strategic Plan, high quality programs for positive youth development provide seven key features: appropriate structure, opportunities for skill building, physical and psychological safety, positive social norms, supportive relationships, empowering youth involvement practices that support autonomy, and community involvement (Eccles and Gootman, 2002). The ACE program will be structured and staffed to provide these seven key features in all activities, academic, enrichment, and family activities. The academic activities will be hands-on, problem-based activities. PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students (Boaler, 2002; Penuel & Means, 2000). Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations. (Finkelstein et al., 2010). As described by the SREB Middle Grades Commission in its report, <i>A new Mission for the Middle Grades: Preparing Students for a Changing World</i>, when students learn STEM through hands-on, project-and problem-based contexts, students discover the need for doing well in math and science. Students' self-efficacy has been shown to be the strongest predictor of the consideration of mathematics as a career choice, for Hispanics as well as others (Post-Krammer & Smith, 1986; Stevens, Olivarez, Lan, and Tallent-Runnels, 2004). The SREB Commission expressly notes that the arts and other subjects are also critical, as they help students learn to synthesize diverse content into new understandings. It is undeniable, however, that middle students will not be prepared for high school and post-secondary unless they can read a range of texts and other materials, critically analyze, and write about what they are learning. For this reason, all activities will include literacy skill-building and practice.</p>	
Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Volunteers will primarily be used in mentoring or coaching students in STEM projects and use of scientific research methods in problem-based learning. These volunteer advisors will include adults who work in the community in STEM fields, including engineers, computer programmers, IT specialists, and medical technologists. These adults will be encouraged to volunteer by colleagues who serve on or work with the high school T-STEM Academies and by district CTE staff. College student volunteers may be participating through outreach activities with their college majors at UTEP or El Paso Community College. Ysleta ISD high school students that excel in STEM activities such as robotics will be encouraged to periodically volunteer to help ACE program students with robotics and computer programming projects. Campus principals and Site Coordinators will be seeking community volunteers, including seniors, who can demonstrate activities, skills, and talents such as graphic design, painting, creative writing, dance, drama, poetry, story-telling, cooking, iron-working, sewing, military and civic leadership, exposing students to enrichment activities they had not previously considered. Volunteer coordinators at the campuses and at the district level can assist Site Coordinators in connecting with volunteers for these enrichment activities. District policies will apply, including a volunteer application, proof of identity, a criminal history record review, volunteer training, and wearing district-issued badges while on duty.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The sustainability plan for this ACE program which covers solely middle school students is necessarily different from sustainability of a program that primarily covers elementary students, because of the difference in outcomes sought and the age of the students. As the preliminary plan, the outcomes to be sustained are 1) to achieve a major increase in literacy for struggling students so that they can meet the rigor of high school; and 2) give students a connection to STEM as a pathway that starts now in building on their strengths and interests. Preliminary sustainability goals to be addressed during the three years of the 21st CCLC cycle 9 grant include: 1) during 2016-2017, form the CTE Advisory Board and component OST council; gather data on the impact of program activities; 2) during 2017-2018, formulate plans for delivering a modified STEM+ literacy afterschool and summer program at potentially lower costs; 3) during 2018-2019, gather CTE advisory and Board input and support, and pursue funding opportunities for sustaining at least a modified program at a minimum of four middle schools starting in 2019-2020.

As discussed in TEA Program Requirement 1, Ysleta ISD is already forming a high-level Career and Technical Education (CTE) Advisory Board whose purpose is to advise district CTE efforts and connect the district with community resources to help prepare students for college and careers. To provide input specifically on the ACE program, the district will form within the CTE Advisory Board an out-of-school-time council (OTS council). The OST council will be enlisted to help address the reduction in 21st CCLC funding during the 3-year term of the grant, particularly for sustaining program activities that relate to the STEM Fiesta and robotics competitions. District actions for post-grant sustainability would be led by the Associate Superintendent of Middle Schools. Sustainability of the school-year component might be built around students participating in the city's STEM Fiesta and robotics competitions. The district could examine how student clubs and competitive teams in STEM could work during out-of-school-time through a planned series of learning activities that incorporate literacy, language, and non-cognitive skill-building. Sustainability of a summer component might be built around summer enrichment camps led by college STEM students, and coordination of various funding streams. As part of planning efforts, the district would examine modifications that might lower program costs, such as shortening the weekly program to nine hours, combining sites for summer programming, sharing and allocating costs of OST transportation, and absorbing necessary management tasks into campus processes. District grant writers would gather information on potential grant sources, including STEM grants from local funders like Freeport McMoran and Western Refining. The Ingenuity Center will also provide input on state- and national-level potential funders. The district and OST council would consider to what extent, if any, program costs might be covered by sliding scale fees. Once the district and OST council develop a full description and net cost analysis, input would be obtained from the full CTE Advisory Board, along with recommendations for additional funding prospects. A proposal for sustaining the program would be presented to the Board of Trustees in spring 2019.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 071-905	Amendment # (for amendments only):
TEA Program Requirement 1: Community Involvement Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The 21st CCLC cycle 9 program will help middle school students explore and identify their aptitudes, work collaboratively, creatively use technology, and start preparing tangibly for their future. Support from community, IHE, and business partners is already being tapped for similar efforts in high school. The district now has three designated T-STEM Academies, each with a community advisory board. These partners have witnessed the amazing progress that high school students have made in STEM. There is growing recognition that more needs to be done at the middle school level to engage and prepare students to succeed in STEM study in high school and post-secondary. Middle schools are adding rigorous STEM courses like <i>Project Lead the Way</i> pre-engineering and computer science, and supporting more students to take Algebra I in 8th grade. Middle schools are also starting to add STEM extracurricular activities like coding and robotics. Community advisors have also stressed the importance of underlying literacy, communication, and social skills for success in the workforce, and middle school is the turning point. The cycle 9 ACE program will be the first widespread middle school initiative aimed at both STEM and these underlying skills. Ysleta ISD will seek the commitment of existing high school-level partners to expand their support to the ACE program in middle schools. The Ingenuity Center has agreed to assist Ysleta ISD in generating broad-based community and family support for STEM activities and college and career readiness. Ysleta ISD is already in the process of forming a high-level Career and Technical Education (CTE) Advisory Board whose purpose is to advise district CTE efforts and connect the district with community resources to help prepare students for college and careers. Much of these efforts and resources will necessarily involve STEM subjects and activities, because of STEM's potential for future jobs, especially for populations that currently are underrepresented in STEM. A forum was held recently to launch the formation of the CTE Advisory Board. Presenters and potential Advisory Board members included executives from the Federal Reserve Bank of Dallas, El Paso Branch, Sierra-Providence Hospitals, ADP Human Capital Management Solutions, a technology entrepreneur and founder of Makios IT, a U.S. Border Patrol Supervisory Agent, the Dean of Career and Technical Education at El Paso Community College, and the Executive Director of ESC-Region 19. Other organizations that will be asked to provide a representative on the CTE Advisory Board include the University of Texas at El Paso College of Engineering, Texas A & M University Extension Service, El Paso Water Utilities, the Greater El Paso Chamber of Commerce, the Hispanic Chamber of Commerce, the El Paso STEM Foundation, along with other private sector representatives that are serving or have served on the STEM Academy advisory groups. To provide feedback and involvement on the ACE program, a council will be formed within the CTE Advisory Board that will specifically address how out-of-school-time learning can contribute to student preparation for college and careers. Members of the OST council will include individuals who have been active in supporting the participation of district schools in the city's STEM Fiesta and robotics competitions. Guidance from these advisors will be sought on how well the ACE program is promoting STEM interest and how the inclusion of robotics competitions and other goal-oriented activities is impacting student retention in the ACE program. Each ACE program campus will also seek feedback from and the involvement of its CEIC and individuals that have demonstrated their keen interest in the school's success, including feedback about the community's awareness of the program and perception of purpose and effectiveness. Site Coordinators will also seek out parents who were involved in other Ysleta ISD 21st CCLC programs to provide feedback on the community's awareness of the cycle 9 program, the need for the program at the middle school level, and its different emphasis.</p>	

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Schedule #17t—Responses to TEA Program Requirements

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To manage the grant, the district will employ a full-time Project Director and a full-time Site Coordinator for each center. From its experience with other 21st CCLC cycles, Ysleta ISD understands the importance of moving rapidly to hire and train program staff. Job classifications and descriptions for cycle 9 staff will already have been approved and upon grant award these positions will be posted. Central administration will hire the Project Director and campus principals will be involved in hiring the Site Coordinators to start as soon as possible. Principals will have recruited campus and other teachers for the afterschool instruction and Site Coordinators will solidify schedules. Site Coordinators will be responsible for hiring part-time teachers as needed, the program mentors, and any outside enrichment instructors. The Project Director will be responsible for overall management, using the checklist of management tasks from the Texas ACE Blueprint and fully utilizing ACE technical assistance. The Project Director will hold initial staff training in late August or early September and updates after the ACE grantee workshop. Trainings will include ACE tools, data entry, record management, payroll, budget and purchasing procedures, and lessons learned from prior cycles. The Project Director will create a Program Handbook with all deadlines, policies, and procedures. The Project Director will finalize the Project Plan and oversee Center Plans for a program start of September 6. For student recruitment, letters will be sent to parents of targeted students and Site Coordinators will follow up during the first weeks of school to confirm participation commitment and enroll students in the program. The district's Transportation Director will finalize transportation arrangements based on student need. The Ingenuity Center will provide multi-day professional development for Site Coordinators, program teachers and mentors/instructors on use of the program curriculum. The program budget includes the costs of required state and regional travel for program staff, travel for the Project Director to attend a national-level conference, and travel for Ingenuity Center personnel to deliver professional development in El Paso. The Project Director will set up a process and schedule for regular communication with Site Coordinators, principals, and the evaluator. The Project Director will continually monitor the entry of ACE-required data by the Site Coordinators and issues or delays regarding data entry will be addressed at every staff meeting. Site Coordinators will conduct quarterly inventories of center Program supplies, and walk-through observations of teachers, enrichment instructors and college mentors, using an observation tool modified from what principals use for walk-through observation of teachers. The Project Director will be responsible for following a continuous planning schedule for the upcoming terms, adjusting from experience and refining for best practices, and integrating community stakeholders for feedback and sustainability. All staff will know and comply with requirements for confidentiality and retention of documentation of activities and expenditures, which the Project Director will monitor. The Project Director will be responsible for compliance with all District and TEA requirements for expenditures.

The Project Director' management of the 21st CCLC grant will be supported by the various leaders and departments within the district. The Project Director will meet periodically with his/her supervisor at the district to review implementation issues and determine what adjustments may be needed. The Project Director can consult with the Project Director for 21st CCLC cycle 8 about common issues and solutions. In the district's Finance Division, the district's Budget Specialist will set up the grant budget per the NOGA and the district's Grant Accountant will monitor use of funds and expenditure rate. Other staff in the Finance Division will coordinate payroll and fringe benefits, purchasing, and other business matters. The Office of Federal and State Education Programs will assist with coordination of funding streams, the Office of Competitive Grants on grant amendments and continuation applications, the Transportation Department on program transportation, and Office of Child Nutrition Services with snacks and meals for the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Bel Air Middle School

9 digit campus ID# 071-905-055

Distance to Fiscal Agent (Miles)

2.5

Grade Levels to be served (PK-12)

7, 8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

79

Number of Adults (parent/ legal guardians only) to be served:

20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Camino Real Middle School

9 digit campus ID# 071-905-051

Distance to Fiscal Agent (Miles)

7.1

Grade Levels to be served (PK-12)

6-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

79

Number of Adults (parent/ legal guardians only) to be served:

20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 071-905		Amendment # (for amendments only):		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3		Center Name: Desert View Middle School		
9 digit campus ID#	071-905-048	Distance to Fiscal Agent (Miles)	3.8	
Grade Levels to be served (PK-12)	7-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			57	
Number of Adults (parent/ legal guardians only) to be served:			14	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4		Center Name: Indian Ridge Middle School		
9 digit campus ID#	071-905-050	Distance to Fiscal Agent (Miles)	4.1	
Grade Levels to be served (PK-12)	6-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			85	
Number of Adults (parent/ legal guardians only) to be served:			20	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 071-905			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5		Center Name: Rio Bravo Middle School		
9 digit campus ID#	071-905-052	Distance to Fiscal Agent (Miles)	4.1	
Grade Levels to be served (PK-12)	6-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			77	
Number of Adults (parent/ legal guardians only) to be served:			18	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6		Center Name: Riverside Middle School		
9 digit campus ID#	071-905-044	Distance to Fiscal Agent (Miles)	3.8	
Grade Levels to be served (PK-12)	7-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			77	
Number of Adults (parent/ legal guardians only) to be served:			18	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-905		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 7	Center Name: Valley View Middle School		
9 digit campus ID#	071-905-047	Distance to Fiscal Agent (Miles)	5.1
Grade Levels to be served (PK-12)	6-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			77
Number of Adults (parent/ legal guardians only) to be served:			18
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 8	Center Name: Ysleta Middle School		
9 digit campus ID#	071-905-046	Distance to Fiscal Agent (Miles)	5.7
Grade Levels to be served (PK-12)	6-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			81
Number of Adults (parent/ legal guardians only) to be served:			20
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 071-905		Amendment # (for amendments only):		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9	Center Name:			
9 digit campus ID#			Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10	Center Name:			
9 digit campus ID#			Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All eight of the cycle 9 ACE schools operate schoolwide Title I programs aimed at upgrading the entire educational program to improve the academic performance of all students. With the average for economically disadvantaged students at 84%, it makes sense for schools to use Title I funds to support all students. At seven of the ACE middle schools, over 50% of students are considered "at risk" under Sec. 29.081. With an average school enrollment of over 500, it is not possible to simply target all "at risk" students for the ACE program. Each principal and site coordinator will need to review the circumstances of each "at risk" student to see if the ACE program would be the most effective strategy. About half of the students are considered "at risk" because they have limited English proficiency (LEP or ELL students), and many of the rest because they have failed or are failing two or more core courses, or did not sufficiently improve after failing a state assessment. The ACE program will target ELL students and students struggling primarily with overall academic literacy. State assessment data show that middle school ELL students perform close to or better than other students in math, while their next-best subject is science. The ACE strategy will be to spark their curiosity through popular hands-on STEM projects, innovative blended learning, technology and games, and more autonomy in enrichment activities, then steadily improve their English and literacy skills through the literacy activities embedded in all ACE activities. The goal is to provide these students a different learning experience that will engage and motivate them, help them build a stronger foundation for high school rigor in all subjects, and take them out of the "at risk" population. Schools will recruit the students by using a strengths-based approach, sharing with students and their families the growth in STEM and STEM-related careers and the need for more minority students to enter STEM fields. Across the city, schools are discovering the attractiveness of computer science, engineering, and robotics competitions and other STEM extra-curricular activities. The ACE program will use access to these popular activities to recruit and to retain students. Students and families will be informed from the outset that the ACE program is designed for long-term participation based on students' desire to attend. Team projects, highly engaging enrichment time, periodic competitions, educational field trips will help keep students looking forward to more time in ACE. Contrary to ACE in elementary schools, ACE program leaders can meaningfully involve long-term ACE participants in student leadership roles within the activities and program and ACE activities aimed at developing leadership skills can set this up for students and extend their participation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-905	Amendment # (for amendments only):
TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The 21st CCLC cycle 9 program will have 8 centers in 8 middle schools, with no feeder schools. Each ACE middle school will offer afterschool programming 12 hours per week for 29 weeks during the school year. The program will begin in the fall term by September 6, 2016 and end in May 2017. The ACE program will not run during weeks that the district is closed for Thanksgiving break, Winter Break, and Spring Break. The school year ends on June 6, 2017. The summer session will begin on June 12 and will run four hours per day, four days per week (Monday – Thursday) for six weeks (skipping the week of July 2 – 8, 2017, during which the district is closed). The full-time Site Coordinator will be the center's operational leader, but will work closely with the school principal to monitor and achieve academic goals. Each center will engage several certified teachers from the school (through extra-duty) to provide instruction at various times during ACE. These campus-based teachers will be supplemented as needed by other district teachers and part-time employees who have teacher certification in Texas or elsewhere. The plan is to have each ACE student receive instruction from a certified teacher in at least 1 academic activity each program day. This will usually mean that two certified teachers will instruct every program day (1 teacher for the one smaller campus). The center will also engage mentors who will work in pairs to lead enrichment activities or who will be assigned to a certified teacher to support academic instruction. Staffing will be increased for the summer session because of the increase to 16 hours per week. Students may be grouped into different activities not by grade, but rather by interest or ability. The student-to-adult ratio will not exceed 22 to 1, and with two adults planned for most activities, generally will average 11 to 1. The use of college-age mentors is important to make the ACE program livelier than the school day and to provide middle school students with role models. The mentors will be recruited heavily from Ysleta ISD graduates (many of whom started school as ELLs) now tackling STEM and other majors at UTEP and El Paso Community College.</p>	
TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Intake and dismissal procedures for ACE will reflect the older age and greater self-reliance of middle school students. Parents will be informed in enrollment paperwork of procedures and will be asked to consent to these procedures. Unless otherwise approved, students will be expected to attend every day of the program. Centers will have a site-based method for determining which students are in attendance for the program on any given day, including those who may join the program late due to another known and scheduled activity on campus (such as athletics or separate tutoring). ACE students will not be allowed to remain on campus if they are not in the program or another approved activity. If a student was in school-day attendance, but does not show up for the ACE program without explanation, the Site Coordinator will attempt to contact the parents (per the designated contact method) of any student age 12 or under. For older students, the Site Coordinator will send a text, email, or postcard. The intent is not to penalize, but to encourage students and parents to get the most benefit from the program. Similarly, enrollment paperwork and reminders will strongly discourage parents from having their child leave the program early. Parents will be asked to approve which students will normally 1) take school transportation home from the program; 2) be picked up by parents; 3) be authorized to leave after the program on their own foot during daylight hours; and 4) be authorized to ride with designated other families. Program activities will take place in designated areas and after dark outside recreation will take place in lighted areas. Parents will be advised of bus pickup and drop off locations and estimated times. If needed, the center may provide a district security guard from afterschool until the ACE Program participants leave for the evening. School nurses will be available to support the summer program.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As emphasized by the Southern Regional Education Board (SREB) in its publications on *Making Middle Grade Work*, middle schools need to have a strong focus on literacy and on STEM. Science instruction needs to incorporate literacy strategies and assignments that engage students in reading expository science text and summarizing their learning orally and in writing. Middle graders need to be challenged by experimentation, problem solving and questioning aimed at awaking their creative abilities. Providing this kind of instruction through extended learning time can give struggling students the small group and individualized attention they need and opportunities to showcase their strengths. (SREB, Publication #11E15). The goal of the middle school curriculum is to provide core content mastery and prepare students to meet the rigor of high school courses. Under Texas HB5, students should also be prepared by the time they leave 8th grade to choose a high school career pathway. One of the offered career pathways is STEM. The ACE program will be oriented to innovative problem-based learning in STEM (for all centers) and in other core subjects, if needed for the particular school. Literacy-building activities will be embedded in all program activities. From the student's perspective, the program will have a distinct STEM focus, encouraging students to take more rigorous school-day math and science courses and, as they become available, electives such as *Project Lead the Way* courses for middle school. UT Tyler's Ingenuity Center is creating the curriculum modules that the ACE program will use. UT Tyler has been Ysleta ISD's go-to provider of *Project Lead the Way* teacher preparation and certification for both high school and middle school courses. The Ingenuity Center has substantial experience partnering with school districts in providing STEM outreach and out-of-school program activities. UT Tyler is making over forty different middle-school-oriented learning modules available for Ysleta ISD use in ACE. Activities will incorporate a problem-based learning (PBL) component to differentiate from instruction in regular classroom. PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students (Boaler, 2002; Penuel & Means, 2000). Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations. (Finkelstein et al., 2010). Most modules have students working in teams and require multi-step thinking, reading and analyzing written information, and presenting a solution through a writing or product. Each of the modules identifies the TEKS being addressed in the activity. Center activities will include opportunities for students to present their work to peers, teachers, parents, university personnel and community members, aligning with the cross-disciplinary standards for college and career readiness. Most modules will need 6 or more ACE activity sessions to complete. A given student might participate in one STEM activity on Mondays and Tuesdays, and a different STEM activity on Wednesdays and Thursdays. Over the course of a school year, a student might work on over a dozen different STEM projects, building knowledge and vocabulary skills in each of the STEM disciplines. The Ingenuity Center recognizes Ysleta ISD's need to use STEM more as a vehicle for improving literacy and fostering an identity of success in a traditionally rigorous field than as a means of achieving mastery of STEM content. In working with the Ingenuity Center on selecting which modules to use in ACE and in adjusting the modules as appropriate, an important element will be the ability to embed literacy-building activities for both ELLs and native English speakers and to gauge student literacy progress. In particular, literacy elements will need to be embedded in the robotics activities, as this will be a very popular activity. Ysleta ISD has also developed certain STEM, literacy, and enrichment curriculum for middle school grades and may use these in addition to the UT Tyler modules.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The target population for the ACE program will be students that have not met academic performance standards or progress in the past, students who are having difficulty passing current courses, students who do not have the literacy and language skills needed to be ready for the rigor of high school. These students will be encouraged to attend the ACE program which may be in addition to attending tutoring as a result of teacher recommendation. Students who have been showing a lack of engagement in school and excessive absenteeism will be encourage to join ACE to revive their interest in school-based activities.

The design of the ACE program puts no more than 22 students in an activity that has two adult instructors, for a student to staff ratio of no more than 11 to 1 at peak enrollment and 100% attendance. On most days the ratios will be lower. This class size is needed so that students can form several teams within a class and each team can have 4 – 5 members. Having two staff instructors in the class will enable students to get the small-group attention they need. Ysleta ISD teachers have been extensively trained in techniques for supporting the language needs of ELLs within content instruction. These techniques will be shared with all ACE program staff through periodic professional development. ACE program staff will recognize the more relaxed environment compared to the school day, where students are expected to move around a lot during activities, to try new things, and to explore different talents. While the same Student Code of Conduct will apply to the ACE program,

The Site Coordinator's responsibilities will include communicating with school-day teachers about the needs of particular students and about alignment of instruction. Site Coordinators will attend faculty and Professional Learning Community meetings at the schools, will analyze STAAR benchmark and other data, and talk with school-day teachers to identify and understand areas needing instructional alignment. Site Coordinators will encourage school-day teachers to communicate with their peers teaching ACE classes about which concepts are proving most difficult for students. Similarly, Site Coordinators will encourage ACE teachers to share their ACE lesson plans with their school-day peers for input. ACE teachers may also meet during the school day with classroom teachers when lessons are planned for the week.

Academic enrichment activities will be designed to promote student achievement and success in their school experiences based on the "three R's": rigor, relevance, and relationships. Schools will look at participation and attendance information from Ysleta ISD 21st CCLC cycle 7 and 8 program activities to see what activities students found to be most engaging and rewarding, as well as what teachers and instructors felt led most to positive outcomes. After students have begun to experience the afterschool program and its intentionally-designed activities, Site Coordinators will survey students to see more specifically what they want to learn and how they want to learn it, and can plan for winter, spring and summer activities. The schools' instructional teams will be expected to justify the selection of activities by making clear connections to students' academic or social/emotional development needs or students' preferences for what will keep them fully engaged in the program. Academic enrichment activities will emphasize interests and skills that can prepare students for later success in a high school T-STEM Academy. Other types of enrichment activities will be included based on their district or community track record for being both engaging and effective in developing self-discipline, talents and aptitudes, connection to school, and exposure to college or workforce opportunities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The family engagement specialist (FES) will be a full-time employee of Ysleta ISD. The FES will be responsible for preparing recruiting materials that describe the activities offered for families. The FES will help plan and participate in the ACE program orientation session for students and parents held at the start of school. The FES will ensure that at each center a variety of family and parent activities occur throughout the year, both those that engage families in the ACE activities in which their children are participating, and activities offered separately for parents that will promote their ability to support their children's educational pathway. The FES will be responsible for keeping accurate records of family activities and for obtaining feedback from families so that the program can continuously improve. Throughout the year the FES will share information with parents about the importance of involving students in STEM during middle school, the projected growth of STEM and STEM-related jobs, what these jobs will entail, and what a high school STEM pathway might include, so that parents can better understand the benefit of the ACE program in exposing students to STEM and enable their interest to grow. The FES will support school counselors in answering questions about HB5 pathways.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will confer with leaders in other ACE program cycles about the recruitment messages that were most effective with parents of older students, common barriers to family participation, and which parents may have children now in middle school and could be enthusiastic spokespersons for the program. The FES will share this information in working with the cycle 9 Project Director and Site Coordinators in identifying students to directly invite to participate and in developing recruiting materials. The FES will confer with the district's Parental Involvement Coordinator about activities planned through the district and with middle school counselors about activities planned regarding high school pathway and college readiness. The FES will create a proposal for family activities that includes appropriate district-planned activities and will work with each Site Coordinator to prepare a calendar of activities for the year that is coordinated across all centers. The FES will confer with district staff who plan and provide ESL and other skills classes for parents to determine how cycle 9 parents can easily participate. The goal will be to have a full description of parent and family activities available to give to parents at the start of each term.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A phenomenon with Hispanic middle school students is described by Sorge, et al (2000) as "fun is not enough." Before and after implementation of a program that included hands on STEM activities using technology, visits by STEM professionals, and a field trip, researchers surveyed several hundred Hispanic student participants about their attitudes toward science and scientists. While attitudes toward science improved after participation in the program and 76% of the students agreed that "It would be fun to work in a science laboratory," researchers found that only 30% reported that they would like to be a scientist. Nearly half of the students believed that only geniuses can pursue a STEM career. More students believed they could be a professional athlete than believed they could be a scientist. According to the researchers, "Obviously, attitude is not the only factor influencing the students." (p. 341) Ysleta ISD believes that one important component which may be missing for many Hispanic students from economically disadvantaged backgrounds is parental encouragement for STEM. Parental encouragement has been shown to be one of the strongest influences on Hispanic children's early educational aspirations (Arbona & Nora, 2007). While researchers have found that having a parent working in an engineering or science-related field is instrumental in forming the belief among Hispanic males that a career in STEM is a realistic goal (Leslie, McClure, & Oaxaca, 1998), this is not feasible for the large percentage of Hispanic students who will be the first in their family to even attend college. However, it is possible to seek and find ways to engage Hispanic parents early in the "affective sphere" of influence on student attitudes, aspirations and self-esteem related to STEM areas (Crisp 2012). Ysleta ISD's cycle 9 ACE program aims to do just that. As part of family engagement activities, the district will present information about the importance of STEM and STEM jobs of the future, including 1) the projected growth of STEM and STEM-related jobs; 2) what these jobs will entail, how well they pay, how they affect work/life balance, how they relate to helping people; 3) what higher education preparation for these jobs can be obtained through community college as well as university, along with general information about how students can obtain financial aid and scholarships; and 4) what courses are offered at the middle school and high school levels to put students on a pathway for these job options.

Each center will also provide a more traditional array of family engagement activities, similar to those being offered at the Ysleta ISD 21st CCLC cycle 8 middle school ACE program. All families will be urged to participate in two foundational sessions about the ACE Program: 1) an introduction and orientation to the ACE program and its strategies at the start of the school year; and 2) a mid-year session to discuss parent questions, feedback received, and planning for the upcoming summer term. At every center the FES will also make a presentation on the availability of the parent resources, district parent involvement resources including the district's Parental Involvement Coordinator, and how parents can access district programs like the online PASSport to Success parenting skills classes and ESL classes and GED classes at the Ysleta Community Learning Center for adult education. Parents will be invited and encouraged to participate with their children in a series of learning and enrichment activities held throughout the year. These may include family game nights, cooking classes, computer literacy classes, "social painting" classes, family Zumba classes, "mad science" events, sessions about youth mental and behavioral health, use of online and social networks, managing money, college information night, and information about drivers education. The quality of the family engagement activities will be important, because such quality has been found to impact positive attitudes toward education and positive relationships with educators (ACT ENGAGE Issue Brief).

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071-905	Amendment number (for amendments only):
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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 071-905			Amendment number (for amendments only):	
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071-905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify) District and school websites, social media	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For statewide teacher training programs or statewide student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 14		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input checked="" type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		
For TEA Use Only		
Changes on this page have been confirmed with:		On this date:
Via telephone/fax/email (circle as appropriate)		By TEA staff person:

Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 071-905 Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**
☐ Public school

 ☐ Private nonprofit school

 ☐ Neutral site
☐ Other (specify):**Designated Times**
☐ Regular school day

 ☐ Before school day

 ☐ After school day

☐ Summer vacation

 ☐ Other (specify):
Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: